Annotated Bibliography
of ESL Testing

language
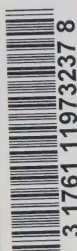
Annotated Bibliography
of ESL Testing

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Edited by: Beverley Allix and Judy Ray

TABLE OF CONTENTS   PAGE

*Books, monographs and essays in collections that are
marked with a single asterisk are available from the
Resource Centre ESL Collection, 9th floor, 77 Bloor
St. West, Toronto, Ontario, M7A 2R9.

**Tests that are marked with double asterisks are avail-
able from the ESL Documents files, 5th floor, 77
Bloor Street West.

A complete listing of journals available for use in
the Resource Centre is provided at the back of this
bibliography. These journals do not circulate on loan.
They are also available at the OISE Library and
Modern Language Centre (252 Bloor Street West) where
photocopying facilities are available.

All entries in this bibliography are on cards in a
master file. This file will be updated as new items
appear. If you know of anything that has been omitted
from this bibliography, please send the information
to the Language Training Section of the Citizenship
Branch, Ministry of Culture and Recreation. This
information will be used to update the master file in
preparation for a revised edition of the bibliography.

Unpublished material has not been included in this biblio-
graphy. Any unpublished material we have is kept in the
Documents files, 5th floor, 77 Bloor St. West. A
limited amount of photcopying may be done.

T E S T S

Best, Jeanette and Donna Ilyin. Structure Tests -
    English Language (STEL). Rowley, Mass.: Newbury
    House Publishers, 1976.

    Devised to determine the student's level of knowledge
    of English structure. The Ilyin Oral Interview Test
    determines the appropriate structure test to admin-
    ister for placement purposes. Each test at begin-
    ning, intermediate or advanced levels takes thirty
    minutes.

Bloor, M. and others. Objective Tests in English as a
    Foreign Language. London: Collier McMillan, 1970.

    Tests on English structure and usage with emphasis
    on tenses for intermediate level students. Mainly
    multiple-choice, but other styles are used as well.
    Pupils' and teachers' book.

Bureau of Basic Continuing Education. Tests, English as
    a Second Language. Albany, New York: Bureau of
    Basic Continuing Education, 1971.

    Twelve tests for placement or progress evaluation
    are listed with descriptions and sample questions.

**Davis, Alva L. Diagnostic Test for Students of English
    as a Second Language. Washington: Education
    Services, 1970.

    A 150-item multiple-choice diagnostic test covering
    all areas of English usage.

Educational Council for Foreign Medical Graduates. Medical
    Examination Review Book (two parts). Flushing, New
    York: Medical Examination Publishing Co., Inc., 1969.

    A practice and review collection of objective multiple-
    choice examination papers in the areas of pediatrics,
    surgery, obstetrics and gynecology. Each question has
    been given standard textbook references. The tests
    are provided with keys.

English Language Institute. Examination in Structure.
    Ann Arbor, Mich.: English Language Institute,
    University of Michigan, 1974.

    A 150-item test on basic English structures. Mainly
    a multiple-choice test, but includes other styles. Use-
    ful as a diagnostic text on problems in grammar.

**English Language Institute. <u>Michigan Test of English Language Proficiency</u>. Ann Arbor, Mich.: English Language Institute, University of Michigan.

A 100-item objective test of grammar, vocabulary, and reading comprehension, designed to test foreign students applying for entrance to American universities. Time for the test is 75 minutes.

**----------. <u>Michigan Test of Aural Comprehension</u>. Ann Arbor, Mich.: English Language Institute, University of Michigan.

Three 90-item forms designed to measure a student's understanding of spoken English. Scores are equated to the Michigan Test of English Language Proficiency.

----------. <u>Lado Test of Aural Comprehension</u>. Ann Arbor, Mich.: English Language Institute, University of Michigan.

Constructed to measure understanding of spoken English by non-native speakers. The test takes 20 minutes and is recorded.

----------. <u>English Achievement Series</u>. Ann Arbor, Mich.: English Language Institute, University of Michigan, 1963, 1967.

Separate tests of grammar, vocabulary, and aural comprehension are based on ELI intensive course materials. Thirty minutes for each form. Three levels.

Etherton, A. R. B. <u>Objective English Tests: Elementary Level</u>. London: Longman, 1972.

Achievement tests for individual students on word order, use of articles and prepositions and agreement, and aspects of spoken English.

----------. <u>Objective English Tests: Pre-Intermediate Level</u>. London: Longman, 1972.

Achievement tests for individual students on word order, use of articles and prepositions and agreement, as well as other aspects of English.

**Fries, Charles C. and Lado, Robert. <u>Examination in Structure</u>. Ann Arbor, Mich.: English Language Institute, University of Michigan, 1947, 1955.

A 150-item test with multiple choice and written answers, which takes 60 minutes. Useful as a diagnostic test of problem areas in basic English structures, the test contains a reusable booklet (Forms A,B,C), answer sheet and scoring stencil.

Gibbs, P. and M. Jolley. Objective Tests in English
     Structure and Lexis. London: Longman, 1972.

     Written with the West African School Certificate in
     mind, but of general interest.

**Harris, David P. and Leslie A. Palmer. Comprehensive
     English Language Test (CELT). New York: McGraw-
     Hill, 1970.

     A test in three parts designed to measure listening,
     structure and vocabulary. The listening test is
     recorded in part. Time is 40-50 minutes for each
     part. Appropriate for high school, college and
     adult ESL programs.

  Hill, L. A. Contextualized Vocabulary Tests 3. London:
     Oxford University Press, 1975.

     Third book of tests in a series. Tests 1 and Tests
     2 appeared in 1970.

**Ilyin, Donna. Ilyin Oral Interview. Rowley, Mass.:
     Newbury House, 1972.

     The purpose of this test is to evaluate adults on
     their use of English in verbal communication, whether
     or not they are able to read or write.

  Institute of Modern Languages. The ESL Test Review, Silver
     Spring,Maryland: Institute of Modern Languages. n.d.

     Designed for the advanced English student who is pre-
     paring to take the TOEFL or Michigan examination for
     university entrance. There are four sections contain-
     ing questions on structure, vocabulary, reading, and
     writing ability. The text may be used in conjunction
     with other ESL materials or as the basis of an
     intensive preparatory course.

**Lado, Robert and R. D. Andrade. Test of Aural Perception
     in English for Japanese Students. Ann Arbor, Mich.:
     English Language Institute, University of Michigan,
     1950, 1958.

     A diagnostic test to measure the student's grasp of
     23 contrasts in the English sound system. It contains
     100 items in a multiple-choice format; the time re-
     quired is 60 minutes. No reading or writing.

**----------. Test of Aural Perception in English for Latin-
     American Students. Ann Arbor, Mich.: English
     Language Institute, University of Michigan, 1947, 1957.

     A diagnostic test designed to measure the student's
     grasp of contrast in the English sound system. The
     test is 50 minutes, and has 100 multiple-choice items.

**Lado, Robert. English Language Test for Foreign Students.
       Ann Arbor, Mich.: English Language Institute, Univers-
       ity of Michigan, (1951), 1960.

       A college entrance exam for foreign students, which
       measures structure, pronunciation and vocabulary.

**Levenson, Dr. E. Sit-Stim: Pilot Version.

       A test of overall oral proficiency for adults at the
       intermediate or advanced level. The test presents a
       series of situations for the student to react to and
       emphasis is on using "appropriate" English. (Avail-
       able from Citizenship Branch's Documents Files .)

       See E. A. Levenson's "Aspects of Testing the Oral
       Proficiency of Adult Immigrants to Canada", TESL Talk
       4.4 (Sept. 1973) 39-48 for a preliminary report on
       the test. Also see p.21   of this bibliography.

**Pillsbury, Paul W.; Randolph Thrasher; John Upshur.
       English Achievement Services, Ann Arbor, Mich.:
       English Language Institute, University of Michigan,
       1963 and 1967

       A series of nine 50-item objective tests based on ELI
       intensive course materials. Tests to be given at
       end of every 10 lessons. Covers aural comprehension,
       (Forms A, B, C,); Vocabulary in Context, (Forms A, B, C);
       Grammar (pattern practice), (Forms A, B, C). The
       time required for each Form is 30 minutes.

   Pimsleur, Paul. Language Aptitude Battery. New York: Harcourt,
       Harcourt, Brace and World, 1966.

       Designed to measure the foreign language aptitude of
       younger as well as older students.

**Southern Illinois University. Examination of Operational
       Competence in English. New York: American Book Co.,
       1971.

       A testing program designed to evaluate the language
       competence of people learning English for everyday
       use or to further their careers. The Certificate
       Level Examination is a closed test, restricted to
       approved testing centers. The Intermediate level
       examination is open. Tests pronunciation, spelling,
       grammar, comprehension and composition.

   Spaan, Mary and Leura Strowe. English Placement Test.
       Ann Arbor, Mich.: English Language Institute,
       University of Michigan, 1972.

Templer, J. C. and K. Nettle. <u>First Certificate Interviews</u>
(Student's Book, Teacher's Book, Tape). Heinemann
Educational Books, 1974.

Fifteen interviews, each with three sections: Photo-
graph, Dialogue and Situations. Cues are given in
some of the interviews to help students with responses.

Upshur, John and others. <u>Michigan Test of English Language
Proficiency</u>. Ann Arbor, Mich.: English Language
Institute, University of Michigan, 1961.

A 100-item multiple choice test at the advanced level.
Intended for foreign students planning to study in
American universities. It includes questions on grammar,
vocabulary and reading comprehension. Classified under
different fields of specialization.

ABSTRACTS AND INDICIES

Current Index to Journals in Education (CIJE)

Covers over 700 journals in the field of education with citations compiled from data received from ERIC (Educational Research Information Center) clearing houses. These clearing houses deal with languages; linguistics and tests, measurement and evaluation.

Language and Language Behaviour Abstracts (LLBA)

Published quarterly by Sociological Abstracts. Abstracts of articles from publications throughout the world on applied linguistics, language acquisition, psychometrics and other related areas.

*Language Teaching and Linguistics: Abstracts
Cambridge University Press

Article summaries from nearly 400 journals compiled by the English Teaching Information Centre of the British Council and the Centre for Information on Language Teaching and Research. The articles summarized cover relevant work in linguistics and teaching.

BIBLIOGRAPHIES AND REVIEWS

Buros, Oscar K. ed. The Seventh Mental Measurements
    Year-book. Highland Park, New Jersey: The Gryphon
    Press, 1972. (two volumes of tests and reviews)

    A critical bibliography of standardized tests. Many
    entries include excerpts from the reviews which appeared
    in professional journals and provide short biblio-
    graphies.

Buros, Oscar K. Foreign Language Tests and Reviews.
    Highland Park, New Jersey: The Gryphon Press, 1975.

    A monograph consisting of the Foreign Language
    Selections of the Seven Mental Measurements Year-books
    (years 1938 - 1972), and Tests in Print II (1974)

Centre for Information on Language Teaching. Specialized
    Bibliography I: Foreign Language Testing. London:
    Centre for Information on Language Teaching, 1969.

    This booklet lists bibliographies of tests, published
    tests, as well as books and articles on the theory and
    practice of language testing.

----------. Language Testing. London: Centre for
    Information on Language Testing, 1969.

    An introduction to language testing. The three sections
    of the list contain books and articles on test construct-
    ion, selected tests using different styles, and reference
    works.

Oller, John W., Jr. "Research with Cloze Procedure in
    Measuring the Proficiency of Non-Native Speakers of
    English: An Annotated Bibliography". ERIC ED 104.154
    (1975)

    An ERIC*document. The entries are in four sections:
    pros and cons of cloze procedure and "how-to" re-
    commendations; basic research on cloze in language
    testing and readability for ESL/EFL material; cloze
    with foreign languages and social varieties of English;
    and general reviews on cloze.

*Educational Research Information Center, at the Center for
 Applied Linguistics in Washington, D. C.

Plaister, Ted.   Language Testing: A Selected Bibliography,
     Honolulu: University of Hawaii, Department of ESL, 1968.

Savard, Jean-Guy.   Bibliography Analytique de Tests de Langue:
     Analytical Bibliography of Language Tests, Québec City:
     International Centre for Research on Bilingualism, Les
     Presses de l'Université-Laval, 1969.

TESTING ESL: OVERVIEWS

*Allen, J. P. B. and Alan Davies. Testing and Experimental Methods. Vol. 4 of The Edinburgh Course in Applied Linguistics. London: Oxford University Press, 1977.

A comprehensive book covering basic concepts in testing, the construction of language tests, experimentation and test statistics.

Angelis, Paul. "Student Evaluation". ATEQ Journal, 3.2 (Spring 1970), 21-27

Angelis stresses the close connection between teaching and testing and discusses the individual teacher's role in determining student progress and the effectiveness of instruction.

Bonheim, Helmut. "Objective Testing in English Studies" Neueren Sprach 69.4 (April 1970), 191-200.

Bonheim supports objective tests on the grounds that they can successfully measure a student's grasp of a large area of knowledge and are easily scored.

Brière, Eugene T. "Are We Really Measuring Proficiency With Our Foreign Language Tests?" Foreign Language Annals (New York) 4.4 (May 1971), 385-91.

This article defines the difference between "achievement" and "proficiency" and questions attempts to measure proficiency. It reviews new (1971) approaches to testing and their underlying rationale. Brière also discusses physiological symptoms of learning.

Cahill, William; Gerald Frey and Frank Kinrade. "Assessing Student Achievement" TESL Talk 6.1 (January 1975), 29-44.

Using numerous examples, the authors offer suggestions on interviewing techniques, evaluating the interview at all levels, making dictation more efficient as a testing device, and using the item selection process.

Catford, J. C.   "Some Aspects of Linguistics in Language
     Testing." English Teaching Forum 13. 3,4 (1975),
     316-319.

     A discussion of what may be tested, particularly in
     relation to linguistic material, using examples from
     tests developed by the Department of Applied Linguist-
     ics at the University of Edinburgh. Many examples are
     used.

Clark, John. Foreign Language Testing: Theory and
     Practice. Chicago: Rand McNally, 1972.

     Clark discusses prognostic, achievement and profic-
     iency testing, also testing for information and
     knowledge of culture.

Cooper, Malcolm D. "Measuring Language Problems and
     Attainment." English Language Teaching. 25.1
     (October 1970), 72-76.

     Cooper, a secondary school teacher in Tanzania,
     describes a test designed to diagnose weaknesses
     at the start of an integrative grammar and composi-
     tion program. The test can be used again to measure
     achievement at the close of the program.

Cooper, Robert L. "An Elaborated Testing Model." Language
     Learning Special Issue 3 (August 1968), 57-65.

     This paper proposes a "sociological extension" of the
     framework underlying most foreign language test con-
     struction. The proposed framework is shown as a
     grid with "cubes" formed by the combination of a
     skill, a variety, and a type of linguistic or communi-
     cative knowledge.

Cory, Mark E. "A Neglected Aspect of Foreign Language
     Testing: Structuring the Review Session." Foreign
     Language Annals (New York) 7.4 (1974), 417-420.

     The article discusses group-paced reviewing for
     tests: a practice exam similar to the examination
     in format can be used as a review. Cory found that
     the exercise in self-evaluation could individualize
     review. Examples are given (in German).

*Davies, Alan, ed. Language Testing Symposium: A
     Psycholinguistic Approach. London: Oxford
     University Press, 1968.

     A collection of eleven papers dealing with: sub-
     jective and objective testing; the linguistics of
     language testing; testing aptitude and speaking
     skills; achievement and diagnostic tests; intelli-
     gibility; and the psychology of language.

D'oyley, Vincent R., and D. M. Scott. "Objective Testing and the Evaluation of English: Some Comments." Curriculum Bulletin 4 (Manitoba), (January 1970), 17-19.

Dykstra, Gerald. "Goal and Test Congruency and System-atization in Materials Preparation." RELC Journal 3. 1,2 (June - December 1972), 19-29.

Forbes, Duncan. "Selling English Short." English Language Teaching 27.2 (February 1973), 132-137

A critical evaluation of testing programs as a language barrier in English courses in African educational systems.

Forrest, Ronald. "Objective Examinations and the Teaching of English" English Language Teaching 29.3 (April 1975), 240-245.

The article discusses changes in teaching methods and in teachers' attitudes resulting from the introduction of objective tests in West African English programs.

*Fougere, Gloria. "If You Do Test." In Teaching English as a Second Language: A Methodology. Ed. James Fox with Nicholas Elson. Special Issue of TESL Talk, April 1974, 208-226

A discussion of test categories, testing techniques, characteristics of tests, and construction and scoring of tests. Many examples illustrate her points. An oral test, reading test and written test are in the appendices.

Garrett, Henry E. Testing for Teachers. (2nd ed.) New York: American Book Company, 1965.

Gewirtz, Agatha. "Some Observations on Testing and Motivation." English Language Teaching 31.3 (April 1977), 240-244.

Teachers should not underestimate the efficacy of testing as motivation for learning. This paper is concerned with the "progress" test which measures the students' mastery over the specific material taught. An oral situational structure test is included.

*Harris, David Payne. Testing English as a Second Language. New York: McGraw-Hill, 1969.

    An introduction to testing, covering: the character-istics of a good test; testing specific skills and aspects of English (speaking, reading, vocabulary, etc.); constructing, administering and interpreting test results; and computing basic test statistics.

*Ingram, Elizabeth. "Language Testing." In Techniques in Applied Linguistics. Ed. J. P. B. Allen and S. Pit Corder. Vol. III of The Edinburgh Course in Applied Linguistics. London: Oxford University Press, 1974. pp. 313-344.

    This article includes test definitions; requirements; types of test items; the testing of tests; and language testing exercises.

Johnson, Dixon C. "The TOEFL and Domestic Students: Con-clusively Inappropriate." TESOL Quarterly 11.1 (March 1977), 79-86.

Jones, Hywel. "Language Testing: A Strategy for Teaching." English Language Teaching Journal 30.1 (October 1975), 56-61.

    A discussion of the use of language testing in deter-mining the English structure, vocabulary and usage to be taught to immigrant teachers who want to teach in British schools.

*Jones, Randall, and Bernard Spolsky, eds. Testing Language Proficiency. Washington, D.C.: Center for Applied Linguistics, 1975.

Lewis, E. Glyn and Caroline Massad. English as a Foreign Language in Ten Countries. (International Studies in Evaluation) New York: Halstead Press, (div. of John Wiley and Sons), 1975.

Lowe, J. Edgar. "Are You Fair in Your Grading?" English Teaching Forum 13.3,4 (1975), 322-327.

    Lowe supports objective tests in this article and discusses problems with non-objective scoring. He presents the pros and cons of various testing types. A technique for objective testing and guidelines for good testing procedure are offered. Many examples are given.

Madsen, Harold S. "New Alternatives in EFL Exams or 'How To Avoid Selling English Short'." English Language Teaching 30, 2 (January 1976), 135-144.

   Describes an examination that combines integrative and discrete-point testing to provide broad scope and analytical features.

McClafferty, John. A Guide to Examinations in English for Foreign Students. London: Hamish Hamilton and St. George's Press, 1972.

   A description of and practical advice on recognized examinations in English for foreign students.

O'Brien, Coneannon, M. E., ed. Testing in Second Language Teaching: New Dimensions. Dublin: Dublin University, 1973.

   A collection of articles including W. Rioux's "Testing and Student Learning" and J. B. Carroll's "Foreign Language Testing: Will the Persistent Problems Persist?".

Oller, John W., Jr. "Pragmatic Language Testing" Language Sciences (Bloomington, Indiana) 28 (1973), 7-12.

   Oller supports integrative skills testing and the superiority of cloze and dictation to discrete point tests. He discusses the use of integrative tests for diagnostic purposes.

----------------. "Language Testing Today". English Teaching Forum 14.3 (July 1976), 22-27

   A straightforward set of questions and answers that deals with the current discussion on discrete-point tests vs. integrative (cloze, dictation, etc.) tests. Oller, who supports integrative testing, gives the rationale and pros and cons of both.

Page, B. W. "Another Look at Examinations" Audio-Visual Language Journal 2.2 (1973), 127-130.

   Discusses setting up an official syllabus and graded examinations to enable even learners with a low level of proficiency to obtain some recognition.

*Palmer, Leslie, and Bernard Spolsky, eds. Papers on
      Language Testing 1967-1974 . Washington, D. C.:
      Teachers of English to Speakers of Other Languages,
      1975.

*Problems in Foreign Language Testing. Proc. of a confer-
      ence at the University of Michigan. Sept. 1967.
      Language Learning Special Issue 3 (August 1968).

*Rivers, Wilga M. "Testing: Principles and Techniques."
      In Teaching Foreign Language Skills. Chicago:
      University of Chicago Press, 1970. pp. 286-317.

  Robinson, Peter. "Testing the Second-Language Competence
      of Children and Adults." English Language Teaching
      27.2 (February 1973), 190-199.

      Robinson discusses error analysis and levels of
      oral language competence.

  Savard, Jean-Guy. "A Proposed System for Classifying
      Language Tests," in Language Learning Special Issue 3
      (August 1968), 167-174.

      This article includes a system for setting up card
      indices; bibliographical indices; test inventories;
      and analytical indices.

  Upshur, J. A. and Julia Fata. "Problems in Foreign
      Language Testing." Language Learning Special Issue 3
      (August 1968).

*-------------. "Context for Language Testing." In Focus on
      the Learner. Ed. John W. Oller, Jr. and J. C.
      Richards. Rowley, Mass.: Newbury House, 1973.

      This article discusses the communication environment
      of teaching and learning a second language. By
      means of flow charts, Upshur shows that test informa-
      tion can be used for deciding what to teach, how to
      teach and whether learning has occured.

  -------------. "Language Testing." Linguistics Reporter
      16.10 (December 1974), 7, 18.

      This column examines the Cambridge English Examina-
      tions and the Test of English as a Foreign Language
      (TOEFL) and the changes made to these tests.

Uren, Ormond. "Thoughts on Language Testing." Audio-Visual Language Journal 12.3 (Winter 1974-75), 135-140.

Uren supports tests that produce results in the form of usable information to guide the teacher and motivate the student.

*Valette, Rebecca M. Modern Language Testing: A Handbook. New York: Harcourt, Brace and World, 1967.

This 'practical primer' for the classroom teacher gives advice on testing achievement in the four language skills, and on evaluation of commercial tests. Valette has given many examples of testing techniques. The use of linguistic terminology has been avoided. This book contains an answer sheet and scale for rating students' intonation, fluency and sound discrimination ability.

------------------. "Using Classroom Tests to Improve Instruction" Audio-Visual Language Journal 12.3 (Winter 1974-75).

Valette advocates the use of criterion-referenced tests (pass/fail) with re-tests. She gives suggestions for testing grammar, vocabulary, speaking and pronunciation.

APTITUDE TESTING

Green, Peter. "Aptitude Testing—An Ongoing Experiment". Audio-Visual Language Journal 12.3 (Winter 1974-75), 205-210.

    The focus of the article is the pupil factor in foreign language learning success, and what variables account for differences in success, such as intelligence, parental support, background in language learning, aptitude. Green supports aptitude tests as a source of relevant information about the learner but feels that they should not be used to exclude students from courses.

"The Pimsleur Language Aptitude Battery and the Credit 66M62 Tests of Level." Audio-Visual Language Journal 12.3 (Winter 1974-75), 211-212.

Pimsleur, Paul. "Aptitude Testing." Language Learning Special Issue 3 (August 1968), 73-77.

    Pimsleur briefly answers three questions: to whom should we give an aptitude test; what information can we get from it; and what should an aptitude test measure?

TOEFL, MICHIGAN TESTS AND
OTHER STANDARDIZED TESTS

Angoff, William H. and A. T. Sharon. "A Comparison of
    Scores Earned on the Test of English as a Foreign
    Language by Native American College Students and
    Foreign Applicants to U. S. Colleges."
    TESOL Quarterly 5.2 (June 1971), 129-136.

    The authors conclude from an experiment with native
    American speakers that the TOEFL Test is too easy
    and also inadequate for use with this group. The
    test items had different "meanings" for native and
    foreign speakers, since the items are addressed to
    the particular linguistic problems of non-native
    speakers of English. The data, nonetheless, support
    the construct validity of the TOEFL Test for speakers
    of English as a foreign language.

------------------------------------. "Evaluation of
    Differences in Test Performances of Two or More
    Groups: Vocabulary Test of TOEFL." Educational and
    Psychological Measurement 34 (Winter 1974), 807-816

    A statistical analysis of item difficulty plots
    given for six language groups.

Darnell, Donald K. "Clozentrophy: A Procedure for Test-
    ing English Language Proficiency of Foreign Students:
    TOEFL Test." Speech Monographs 37 (March 1970) 36-46.

    For reply see Reilly, R. R. Speech Monographs 38
    (November 1971), 350-353. (See description of this
    entry under "Testing Communicative Competence", Sec-
    tion 10.)

Echternacht, C. "TOEFL Score Ranges and Theme Writing
    Samples." Statistical Report 70 - 8. Princeton,
    N. J.: Educational Testing Service (ETS), 1970.

Education Testing Service. Handbook for Candidates: Test
    of English as a Foreign Language (TOEFL). Princeton,
    N. J. : College Entrance Examination Board,
    Educational Testing Service.

Gruber, Edward C. Test of English as a Foreign Language
     (TOEFL) . New York: Simon and Schuster, 1973.

     Contains two TOEFL practice tests, a TOEFL vocabulary
     list, and a TOEFL grammar and usage review. Part of
     a series of books on exam preparations.

Gue, Leslie R. and Edward Holdaway. "English Proficiency
     Tests as Predictors of Success in Graduate Studies in
     Education: TOEFL." Language Learning 23 (June 1973),
     89-103).

     This article supports interview panels and objective
     language tests for selection of foreign candidates
     to graduate school.

Hwang, Kwo-Yann and Henry F. Sizney. "Predictive Validity
     of the Test of English as a Foreign Language for
     Chinese Graduate Students at an American University."
     Educational and Psychological Measurement. 30.2,
     75-77.

     The authors investigate the predictive validity of
     TOEFL and conclude that it is a good predictor of
     ESL grades but a doubtful predictor of academic
     success.

Ingram, Elizabeth. "English Standards for Foreign Students."
     University of Edinburgh Bulletin 9.12 (May 1973), 4 - 5.

     A discussion of the English Language Bettery (ELBA),
     a test developed and administered by the Department
     of Linguistics, University of Edinburgh.

Jameson, Sanford C. and Donald J. Malcolm. "TOEFL: The
     Developing Years." International Educational and
     Cultural Exchange 8.3 (Winter 1972-73), 57-62.

     This paper is a discussion of the history of TOEFL,
     the increased number of applicants and the inter-
     pretation of test scores.

Krashen, Stephen D. and others. "Adult Performance on
     the SLOPE Test: More Evidence for a Natural Sequence
     in Adult Second Language Acquisition." Language
     Learning 26 (June 1976), 145-151.

     The authors discuss the results of administering the
     SLOPE Test, a measure of oral production, to adult
     speakers of English as a second language.

*Moreno, Harriet N., Edith H. Babin, and Carole V. Scallon.
    TOEFL (Test of English as a Foreign Language).
    New York: Arco, 1974.

    The book includes a phonodisc for use in the listen-
    comprehension part of the exam; 6 practice tests
    modelled on TOEFL, detailed explanatory answers; a
    grammar and vocabulary review; a table of raw and
    converted scores for students to compare results.

Park, Brian. "C.S.E. Examinations - Theory and Practice."
    Audio-Visual Language Journal. 12.3 (Winter 1974-75),
    185-188.

Pike, Lewis. "An Evaluation of Present and Alternative
    Item Formats for Use in the Test of English as a
    Foreign Language." (Mimeograph) Princeton, N. J.:
    Education Testing Service, 1973.

    A thorough investigation into the validity of TOEFL.

Sharon, A. T. "English Proficiency, Verbal Aptitude and
    Foreign Student Success in American Graduate Schools:
    TOEFL and GRE." Educational and Psychological Measure-
    ment. 32 (Summer 1972), 425-431.

    A study of the predictive validity of the combined
    scores of TOEFL and GRE (the Graduate Record Exam)
    Verbal Test. TOEFL in combination raises the valid-
    ity of the GRE in predicting students' grade point
    average.

Sharpe de Inga, Pamela. How to Prepare for the TOEFL.
    New York: Barrons Educational Publishing, 1977.

    Review of basic skills and practice exams modelled
    on TOEFL. A record is included to prepare students
    for the listening comprehension part of the test.

Upshur, John A. "Language Testing." Linguistic Reporter
    16.10 (December 1974), 7, 18.

Yalden, Janice. "TOEFL and the Management of Foreign
    Student Enrollments." TESL Talk 9.2 (Spring, 1978),
    16-21.

TESTING SPEAKING SKILLS

Bachman, Lyle F. "Testing Oral Production." Bulletin of
     the English Language Centre (Bangkok) 3.1 (March 1973),
     41-58.

     The author discusses semi-oral interviews and discrete
     point tests.

Beardsmore, H. Baetens, and A. Renkin. "A Test of Spoken
     English." IRAL 9.1 (February 1971), 1-11.

     This article reviews a tightly controlled productive
     test of oral production designed to evaluate communi-
     cative competence at the intermediate level. Beards-
     more emphasizes the technical problems involved in
     constructing a standardized test of spoken English
     and includes a supplementary test designed with more
     freedom for the student in conversation.

----------------------. "Testing Oral Fluency." IRAL 12.4
     (1974), 317-326.

     Beardsmore supports increased objectivity in oral
     tests. The tests are recorded in the language labor-
     atory, and designed to test communicative competence.
     Student preparation, test examples, marking and prob-
     lems are discussed. A combination of the global
     approach with discrete-point minuteness.

De Jong, W. N. "On Validating a Pronunciation Test."
     English Language Teaching 31.3 (April 1977), 233-239.

     The problems of elicitation include ambiguous stimuli
     in the picture stimulus test and unexpected answers
     in the question quiz. De Jong offers suggestions on
     stimuli in pronunciation tests.

Dimitryevíc, Naum R., and Dǔsan Djordjevéc. "The Reliabil-
     ity of the Subjective Assessment of the Pupils' Pro-
     nounciation of English as a Foreign Language." IRAL
     9.3 (1971), 245-265.

     The article describes a test and experiment conceived
     to examine the degree of difference between the marks
     given by teachers, phoneticians and native speakers
     assessing the same material and applying the same scale
     of marks. The test (an elicitation of sounds) is
     described and the marking scheme is included.

Dobbyn, Michael. "An Objective Test of Pronunciation for
     Large Classes." English Language Teaching 30.3
     (April 1976), 242-244.

     A discussion of the need for testing procedures. A
     specific oral production test is reviewed.

Folland, David and David Robertson. "Towards Objectivity
     in Group Oral Testing." English Language Teaching
     30.2 (January 1976), 156-167.

     The authors describe a group oral test using a taped
     report which covers a number of topics suitable for
     a test or free discussion (maximum seven students).
     The marking system is included with a look at some of
     the arguments for and against this kind of test. The
     study was done with Finnish students.

Gewirtz, Agatha. "Some Observations on Testing and Motiva-
     tion." English Language Teaching 31.3 (April 1977),
     240-244.

     This article on testing as a teaching method includes
     an oral situational structure test.

Harding, Ann. "Testing Writing and Speaking at G.C.E.
     Ordinary Level." Audio-visual Journal 12.3 (Winter
     1974-75), 171-178.

Levenston, E. A. "Aspects of Testing the Oral Proficiency
     of Adult Immigrants to Canada." TESL Talk 4.4
     (September 1973), 39-48.

     A preliminary report on some pilot testing of oral
     proficiency in English done in the Toronto area.
     The test is being designed to measure ability to
     function in face-to-face speech situations.

MacCarthy, Peter. "Auditory and Articulatory Training for
     the Language Teacher and Learner." English Language
     Teaching 30.3 (April 1976), 213-219.

     MacCarthy describes some of the ways of demonstrating
     and checking the ability to discriminate sounds. The
     article includes a discussion of the teaching of
     pronunciation.

Robinson, Peter. "Oral Expression Tests: 1." English Language Teaching 25.2 (February 1971), 151-155.

Robinson presents tests in terms of participation, not objectivity or subjectivity. He offers criteria for describing participation in reading and oral comprehension.

----------. "Oral Expression Tests: 2." English Language Teaching 25.3 (1971) 260-266.

Robinson suggests that the test be divided into two sections: interview and discussion, and that the student be evaluated on the basis of comprehensibility. Examples are included. He also advocates standardizing the analysis of oral tests and the keeping of records.

Seward, B. H. "Measuring Oral Production in EFL." English Language Teaching Journal 28.1 (October 1973), 76-80.

Includes an indirect means of measuring a student's oral proficiency.

Spolsky, Bernard, Penny Murray, Wayne Holm and Allen Ferrel. "Three Functional Tests of Oral Proficiency." TESOL Quarterly 6.3 (September 1972), 221-233.

The authors describe three experimental tests: Spanish-English Dominance test; Navejo-English Dominance interview; and the Oral Placement Test for adults (for non-literate students). The tests are meant to measure communicative competence and are designed to be easy to administer.

Townson, Michael. "Testing Oral Skills at the University Level." English Language Teaching 27.2 (February 1973), 199-204.

Townson presents criteria for a free conversation oral exam.

Upshur, John A. "Objective Evaluation of Oral Proficiency." English Teaching Forum 13.3,4 (1975), 328-333.

This article is concerned with ways and means of oral testing in the classroom using daily records (specimen sheet is included), games and timed oral tasks. Upshur defends testing as a necessary part of teaching and asserts the need for objective, e.g., multiple-choice tests.

Valette, Rebecca. "Evaluating Oral and Written Communication:
     Suggestions for an Integrated Testing Program."
     Language Learning Special Issue 3 (August 1968), 111-124.

     In this article, Valette discusses objectives and the
     problems of establishing intermediate objectives;
     drawbacks of current standard tests; questions of
     construct validity, content validity and criterion-
     related validity; test design and test construction.

Zelson, Sidney. "Measurement and Evaluation of Speaking
     Skills in a Second Language." ERIC ED 088 284, (1972).

     Zelson discusses a number of techniques for summing
     up the extent of a student's progress in phonology,
     syntax, morphology, and lexicon, with suggestions
     for scoring.

Zydativ, Wolfgang. "Some Test Formats for Elicitation
     Procedures." IRAL 12.4 (1974), 281-287.

     This article describes various types of tests designed
     to elicit certain structures or interpretations of
     meaning. These are: translation of non-contextualized
     sentences and multiple-choice responses of varying
     degrees of acceptability.

TESTING LISTENING SKILLS

Jarvis, Gilbert. "Systematic Preparation of the Multiple-Choice Listening Test." NALLD Journal 5.2 (December 1970), 18-25.

A concise statement of a sequence of procedure to aid the teacher without much time or experience, in preparing a listening skills test.

McDonough, S. H. "Listening Comprehension: The Effect of Test Questions on Delayed Recognition of Content and Expressions." Audio-Visual Language Journal 14.3 (1976-77), 147-154.

Most, R.L. "Testing Aural Comprehension." Rapport d'Activitiés de l'Institute de Phonétique (Brussels) 6 (December 1972), 42-49.

A discussion of English at the elementary or intermediate level in the university (in this case, a non-specialist revision course). The test described is a 30-minute multiple-choice proficiency or achievement test using audio-visual methods.

Plaister, Ted. "Testing Aural Comprehension." Language Learning Special Issue 3 (August 1968), 103-109.

Plaister discusses a test designed to measure how successful non-native English speaking students will be in understanding lectures. Among other things, the test uses line drawings, charts and graphs.

Thomas, R. Murray. "Testing Second-Language Listening Skills Via Television." Audiovisual Instruction 20.5 (1975), 24-27.

Whitson, Valerie. "The Correlation of Auditory Comprehension with General Language Proficiency." Audio-Visual Language Journal 10.2 (Summer 1972), 89-91.

This article describes a test based on controlled distortion - an outcome of Spolsky's (1968) testing hypothesis which emphasized the high degree of redundancy in natural language.

TESTING WRITING SKILLS

Dyson, Peter. "The Performance in the Free Composition
        of Candidates in a C.S.E. Examination." Audio-
        Visual Language Journal 12.3 (Winter 1974-75),
        189-194.

        In this article, Dyson is testing the hypothesis
        that less able candidates did disproportionately
        badly in the free composition part of the examina-
        tion.

Harding, Ann. "Testing Writing and Speaking at G.C.E.
        Ordinary Level." Audio-Visual Language Journal
        12.3 (Winter 1974-75), 171-78.

Matthews-Bresky, R. J. H. "Translation as a Testing
        Device." English Language Teaching 27.1
        (October 1972), 58-65.

        This article is concerned with the merits of
        contextualized translation.   Examples are given.

Valette, Rebecca. "Evaluating Oral and Written Communi-
        cation: Suggestions for an Integrated Testing
        Program." Language Learning Special Issue 3
        (August 1968), 111-124.

        In this article, Valette discusses objectives and
        the problems of establishing intermediate object-
        ives; drawbacks of standard tests; questions of
        construct validity, content validity and criterion-
        related validity; test design and test construction.

TESTING READING SKILLS

Anderson, Jonathan. "A Psycholinguistic Approach to the
    Measurement of Reading Materials Comprehension."
    KIVVNG (Boroko) 3.2 (1970), 83-94.

    A comparison of cloze procedure, the Watts reading
    comprehension test and a traditional comprehension
    test. Anderson concludes that cloze procedure is
    a valid measure of both general and specific com-
    prehension test. Anderson concludes that cloze
    procedure is a valid measure of both general and
    specific comprehension.

----------. "A Technique for Measuring Reading Compre-
    hension and Readability." English Language
    Teaching 25.2 (1971), 178-82.

    Anderson supports cloze-prodedure as a method of
    evaluation and describes construction of classroom
    tests.

Backman, Lyle F, and David Kalis. "An Outside Reading
    Comprehension Test." Bulletin of the English
    Language Center 2.1 (1972), 68-78

    The two main problems of testing outside reading,
    according to the authors, are format and place to
    test. The test described here has multiple-choice,
    fill-in-the-blank and essay questions.

Brière, Eugene J, and others. "A Look at Cloze Testing
    Across Language and Levels." Modern Language
    Journal 62.1,2 (January,February, 1968), 23-26.

Corbluth, Julian. "A Functional Analysis of Multiple
    Choice Questions for Reading Comprehension."
    English Language Teaching 29.2 (January 1975),
    164-173.

    Corbluth suggests guidelines for constructing
    multiple-choice questions aimed at leading the
    student to read more closely. He categorizes and
    discusses distractors as well.

Harris, David P. "Testing Reading Comprehension in ESL:
     Background and Current State of the Art." An
     earlier version of this paper appeared in Reading:
     Insights and Approaches. Ed. Edward M. Anthony and
     Jack C. Richards. Singapore: Singapore University
     Press for SEAMEO Regional English Language Centre,
     1975.

     A history of reading comprehension over the past
     twenty years. Harris presents item types currently
     being suggested as replacements for the traditional
     passage and question type test, which is coming
     under sharp criticism.

Joos, Martin. "Reading Knowledge Testing." Canadian
     Journal of Linguistics 17.2,3 (1972), 191-215.

     This article describes the Centre for Linguistic
     Studies' role in testing graduate students on
     their ability in French and German. Joos is con-
     cerned about students who do "pseudo-translating",
     and describes the complex steps taken in test
     design to measure students' real understanding of
     the foreign language. Various types of testees
     are described and grouped according to their test
     scores, from "bilingual reader" at +9 down to
     "games player/lunatic" at -5.

Mohan, Bernard A. "Comprehension Testing as Semantics
     Plus Induction." Linguistics (The Hague) 11.5
     (1973), 93-104.

     Mohan supports semantic theory and inductive
     schemata as the basis for comprehension testing.
     Test design includes sorting and matching correct
     and incorrect paraphrases to assertions in a
     passage of prose.

Oller John W. Jr. "Assessing Competence in ESL:
     Reading." TESOL Quarterly 6.4 (1972), 313-324.

     A discussion of the validity of various tests of
     reading skills, and research on eye movement in
     reading.

Porter, D. "Modified Cloze Procedure: A More Valid
        Reading Comprehension Test." English Language
        Teaching 30.2 (January 1976), 151-155.

        The pros and cons of cloze procedure. Porter
        suggests providing a set of words to fill in the
        gaps. He discusses the use of suitable distractors
        to test language recognition specifically, not
        language production.

Sewell, Penny. "Testing Listening and Reading."
        Audio-visual Language Journal 12.3 (Winter 1974-75),
        165-169.

        A discussion of: what language students should
        learn to understand, whether students should be
        made aware of difference in speed, register and
        accent; intensive and extensive listening and read-
        ing; and abilities seemingly basic to language and
        reading, yet not language specific. (Second lang-
        uage is French.)

Smithies, Michael. "Two Methods of Testing Comprehension."
        English Language Teaching 30.2 (January 1976),
        144-151.

        Two tests are described. The first is a multiple-
        choice test individualized for the student's
        particular weaknesses (examples are given). The
        second is laid out in component sections. The aim
        is to focus student's attention on details such as
        number and tense. Underlying the tests is the idea
        that by leading the student to analyse meaning
        more carefully, tests teach as well as evaluate.

Sopher, E. "Multiple-Choice Comprehension Tests."
        English Language Teaching 27.3 (June 1973), 281-288.

        Sopher extends the use of multiple-choice from test-
        ing general comprehension to include testing com-
        prehension of words, phrases, and grammatical
        structures. There are suggestions for reducing
        time in constructing scientific or technical
        English tests as well.

TESTING VOCABULARY

Hutchings, Geoffrey. "'Colourless Green Ideas': Multiple-
    Choice Vocabulary Tests." English Language Teaching
    25.1 (October 1970), 68-71.

    Devising multiple-choice tests where the correct
    choice is clear and unambiguous, is discussed.

Pendlebury, A. C. "Testing Vocational English." English
    Language Teaching 24.3 (May 1970), 254-260.

    Pendlebury discusses testing specific vocabularies,
    types of vocational vocabulary tests and the large
    range of types of questions that can be used in
    constructing these tests.

TESTING LINGUISTIC/COMMUNICATIVE COMPETENCE

Aitken, Kenneth G. "Problems in Cloze Testing Re-
      Examined." TESL Reporter 8 (1975), 2.

      This article is a reply to Roger Williams' challenge
      to the validity of cloze tests. Williams argued
      that cloze tests measured extralinguistic skills in
      reading.

Aitken, Kenneth G. "Using Cloze Procedure as an Overall
      Language Proficiency Test." TESOL Quarterly 7.1
      (March 1977), 59-67.

Allen, Virginia French. "Toward a Thumbnail Test of
      English Competence." English Teaching Forum 13.3,4
      (1975), 320-321.

      A short test of fifteen fill-in-the-blank questions
      is presented which requires active producing on the
      part of the examinee. The test is an exercise to
      teach as well as test.

Blatchford, Charles H. "A Theoretical Contribution to ESL
      Diagnostic Test Construction." TESOL Quarterly 5.3
      (1971), 209-275.

      Blatchford argues that diagnostic tests should be
      scored to indicate simply whether the contents have
      been mastered, without total scores. He suggests
      a series of mini-tests. From the evidence pro-
      vided by an experiment he concludes that 2-item
      tests are more reliable than 4-item tests.

Bowen, J. Donald. "An Experimental Integrative Test of
      English Grammar." Workpapers in TESL (Los Angeles)
      9 (1975), 3-17.

      A brief discussion of discrete-point and integrative
      testing. Bowen describes the construction of this
      particular test.

Byers, Burton H. "Testing Proficiency in Interpersonal
      Communication." Speech and Drama 22.2 (Summer 1973),
      2-7.

      This article is a discussion of the University of
      Hawaii's research into "Dy Comm" - a testing instru-
      ment.

Byers, Burton H. "Testing Proficiency in Interpersonal Communication." RELC Journal 4.2 (December 1973), 39-47.

Cahill, William, Gerald Frey, and Frank Kinrade. "Assessing Student Achievement." TESL Talk 6.1 (January 1975), 29-44.

Using numerous examples, the authors offer suggestions on interviewing techniques, evaluating the interview at all levels; making dictation more efficient as a testing device; and the item selection process.

Darnell, Donald K. "Clozentrophy: A Procedure for Testing English Language Proficiency of Foreign Students." Speech Monographs 37.1 (March 1970), 36-46.

Darnell describes a study of the effectiveness of "clozentrophy" which combines a variation of "cloze procedure" with a measure for indexing the compatibility of one's responses with those of a criterion group.

Evans, Gordon, and Kirsten Maastrap. "Experiments with Cloze Procedure." English Language Teaching Journal 31 (October 1976), 35-41.

The Nordic Test Development Group prepared proficiency tests of English designed to provide reliable information on which to base decisions as to whether a candidate would be able to function in a job as described or whether he could be trained to do so. Two subtests used a modified cloze procedure.

Gaeis, Stephen J., H. L. Gradman, and B. Spolsky. "Toward the Measurement of Functional Proficiency: Contextualization of the Noise Test." TESOL Quarterly 11.1 (March 1977), 51-57.

The "noise test" (originally fifty discrete English sentences recorded on tape with accompanying background white noise) has generally been accepted as a useful instrument for evaluating overall English proficiency. This study describes the process of revision of the test with emphasis on conceptualization.

Gifen, Raphael. "Using the 'Cloze' Technique for Testing English as a Foreign Language in Israel." English Teachers Journal (Israel) 12 (October 1974), 18-24.

This article explains the cloze test and describes an experiment using cloze tests as language exercises.

Gradman, Harry L. and B. Spolsky. "Reduced Redundancy Testing: A Progress Report." In Testing Language Proficiency. Ed. Randal L. Jones and Bernard Spolsky. Washington, D.C.: Center for Applied Linguistics, 1975, 59-70.

Harris, Alan. "Writing Quizzes: Observations and Suggestions." English Teaching Forum 13.3,4 (1975), 313-315.

Harris discusses ways to increase the teaching potential of the test situation.

Hirwoven, P. A. "Why Multiple-Choice Tests Still Are." Systems 5.1 (January 1977), 27-32.

Ilyin, Donna. "Structure Placement Tests for Adults in English-Second-Language Programs in California." TESOL Quarterly 4.4 (December 1970), 323-331.

Irvine, P., P. Atai, and J. W. Oller, Jr. "Cloze, Dictation and the Test of English as a Foreign Language." Language Learning 24.2 (February 1974), 245-252.

Cloze and dictation tests correlated more closely with the listening comprehension part of TOEFL than with any other subsection of that examination.

Johansson, Stig. "An Evaluation of the Noise Test: A Method for Testing Overall Second Language Proficiency by Perception Under Masking Noise." IRAL 4.2 (1973), 107-133.

Evaluation of the noise test concluded that it was influenced by outside factors such as writing speed, listening practice, etc. However, the author suggested its value as a test for specialized occupations, such as radio operators. A sample of the "Lund Test" is included.

Levine, Josie. "An Outline Proposal for Testing Communi-
     cative Competence." English Language Teaching 30.2
     (1976), 128-135.

     The test is designed for multiracial classes in
     Britain. Levine suggests context-tests with
     discrete-item tests to pinpoint weaknesses. A
     possible test procedure and a specimen rating test
     is included.

Meara, Paul. "Two Tests of Overall Ability in a Foreign
     Language." Audio-Visual Language Journal 12.3
     (Winter 1974-75), 233-236.

     A description of the cloze test and the "noise"
     test with a discussion of pros and cons.

Oller, John W., Jr. "Dictation as a Device for Testing
     Foreign Language Proficiency." English Language
     Teaching 25.3 (June 1971), 254-259.

     Statistical evidence from ongoing evaluations support
     the validity of dictation as a testing device.

----------, and Nevin Inal. "A Cloze Test of English
     Prepositions." TESOL Quarterly 5.4 (December 1971),
     315-326.

     This article describes an experiment that tested
     three groups on an English cloze passage in which
     only prepositions have been deleted. Detailed
     analysis of the results. The conclusions support
     cloze methodology.

----------, and Christine A. Conrad. "The Cloze Technique
     and ESL Proficiency." Language Learning 21.2
     (December 1971), 183-195.

     An introductory discussion of literature and research
     and correlations with multiple-choice tests and
     dictation.

----------. "Scoring Methods and Difficulty Levels for
     Cloze Tests of ESL Proficiency." Modern Language
     Journal 56.3 (1972), 151-158.

     Reviews five scoring methods, and concludes from
     the evidence provided by an experiment at UCLA that
     the "acceptable" word scoring method is superior.

Oller, John W., Jr. and others. "Cloze Tests in English, Thai, and Vietnamese: Native and Non-Native Performance." Language Learning 2.1 (June 1972), 1-15.

Native speaker errors were found to differ in type from non-native speaker errors when translated cloze passages were used.

*----------. "Discrete-Point Tests Versus Tests of Integrative Skills." In Focus on the Learner. Ed. John W. Oller and Jack C. Richards. Rowley, Mass.: Newbury House, 1973, pp. 184-199.

Oller describes various types of discrete-item tests and integrative skills tests. The latters' scores correlate better with teacher judgements, among themselves, and better with other measures of language skills than do the discrete-point tests.

----------. "Cloze Tests of Second Language Proficiency and What They Measure." Language Learning 23.1 (1973), 105-118.

The different purposes or focuses of cloze variations in tests and scoring methods are discussed.

----------, Patricia Irvine and Parvin Citai. "Cloze, Sectation, and the Test of English as a Foreign Language." Language Learning 24.2 (December 1974), 245-252.

The authors support integrative testing procedures, such as cloze tests. They describe an experiment which finds that scoring based on 100% exact responses is preferable to accepting "contextually correct" responses.

----------, and Virginia Streiff. "Dictation: A Test of Grammar-Based Expectancies." English Language Teaching 30.1 (1975), 25-36.

The article supports dictation and considers test rationale, administration, scoring and interpreta-tion.

Pack, Alice C. "Cloze Testing and Procedure."
     TESL Reporter 6 (1973) 1-2.

     Outlines techniques for constructing, administering,
     and evaluating cloze scores for ESL purposes and
     discusses the correspondence between frustrational,
     instructional, and independent reading levels.

Porter, D. "Modified Cloze Procedure: A More Valid
     Reading Comprehension Test." English Language
     Teaching 2 (January 1976), 151-155.

     The use of cloze procedure to test reading compre-
     hension in the foreign language is considered.
     Porter proposes a combination of cloze testing with
     multiple-choice to avoid the need for language pro-
     duction and to create an element of control.

Poulin, Norman A. "Testing the Ability to Communicate."
     Language Association Bulletin 25.2 (1973), 15-16.

     Various tests of communication skills: dialogue
     tests, telephone conversation tests, micro-con-
     versation tests are discussed.

Sewell, Penny. "Test Items - Objective and Otherwise."
     Audio-Visual Language Journal 12.3 (Winter 1974-75),
     147-156.

     Sewell reports on the procedure of constructing a
     course-based achievement test to give teachers using
     test kits an understanding of how they were created.
     This should aid teachers in making decisions on how
     and when to use test kits.

----------. "Constructing a Course-Based Achievement Test."
     Audio-Visual Language Journal 12.3 (Winter 1974-75),
     213-216.

     In this article, Sewell defines objective items;
     discusses their pros and cons; gives examples, hints
     for writing items and discusses some types of non-
     objective items.

Spolsky, Bernard. "Reduced Redundancy as a Language Test-
     ing Tool." In Applications of Linguistics. Ed.
     G. E. Perren and J. L. M. Trim. Cambridge: Cambridge
     University Press, 1971, pp. 383-390.

     A discussion of tests based on the redundancy princ-
     iple which tests a student's ability to function with
     a second language when noise is added or when
     portions of a test are masked. The three techniques
     described are the cloze, clozentrophy and the noise
     test.

*Spolsky, Bernard. "What Does It Mean to Know a Language, or How Do You Get Someone to Perform His Competence?" In Focus on the Learner. Ed. John W. Oller, Jr. and Jack C. Richards. Rowley, Mass.: Newbury House, 1973.

Spolsky emphasizes the redundancy inherent in language. Knowing a language involves being able to understand a message with reduced redundancy and being able to supply missing items.

----------, and others. "Preliminary Studies in the Development of Techniques for Testing Overall Second Language Proficiency." Language Learning, Special Issue 3 (August 1968), 79-101.

Supports the "noise" test as a good measure of over-all proficiency, easily constructed and administered.

----------, and others. "Three Functional Tests of Oral Proficiency." TESOL Quarterly 6.3 (September 1972), 221-235.

Stubbs, Joseph B. and G. Richard Tucker. "Cloze Test as a Measure of English Proficiency." Modern Language Journal 58. 5,6 (September-October 1974), 239-241.

Supports, with empirical data, the validity of cloze testing as a measure of proficiency in English as a second language.

*Upshur, John A. "Productive Communication Testing: Progress Report." In Focus on the Learner. Ed. John W. Oller and Jack C. Richards. Rowley, Mass.: Newbury House, 1973, pp. 177-184.

A progress report and discussion of developing production tests in which the examinee speaks (or writes) and the examiner forms a concept and compares it to the intentions of the examinee. If the two agree, the examinee is given the credit for communicating.

Valette, Rebecca M. "Developing and Evaluating Communication Skills in the Classroom." TESOL Quarterly 7.4 (December 1973), 407-424.

The emphasis of the article is on testing small groups for communicative competence. Indirect tests of general ability in English are described in a postscript.

Whiteson, Valerie and Herbert W. Seliger. "An Integrative
        Approach to the 'Noise' Test." Audio-Visual Language
        Journal 13.1 (Spring 1975), 17-18.

        The authors try to make Spolsky's "noise" test more
        effective by contextualizing it and using it as a
        measure of general language proficiency. The test
        includes a short dialogue (with white noise),
        followed by multiple-choice questions. Told that
        the dialogue might have been recorded on an airplane,
        students reported that the test seemed realistic.

Williams, Roger K. "Problems in Cloze Testing."
        TESL Reporter 7.4 (Summer 1974), 7-9.

        In arguing against cloze procedure, Williams asserts
        that cloze tests use skills and cognitive abilities
        outside of those needed for reading or second lang-
        uage learning.

TEST CONSTRUCTION

*Burstall, Clare. "The Main Stages in the Development of
        Language Tests." In Languages and the Young School
        Child. Ed. H. H. Stern. London: Oxford University
        Press, 1969, pp. 194-199.

        Burstall shows some of the problems peculiar to the
        assessment of oral skills at the primary level,
        describing content analysis, item construction, pilot
        tests, item analysis and test administration and
        scoring.

Celce-Murcia, M; G. B. Kooshian, Jr., and A. J. Gosak.
        "Goal: Good Multiple-Choice Language Test Items."
        English Language Teaching Journal 28.3 (April 1974),
        257-262.

        The authors suggest guidelines for writing and evalu-
        ating test items, plus a step-by-step procedure for
        constructing them.

Clark, M. A. "Arabic Distractors for English Vocabulary
        Tests." English Language Teaching Journal 27.1
        (1972), 77-79.

        Clark suggests that the examiner make use of student
        confusion between native and target language in con-
        structing fill-in-the-blank vocabulary tests. He
        recommends the use of English words resembling native
        language words, as distractors, to fill in the blanks.

Corbluth, Julian. "A Functional Analysis of Multiple-
        Choice Questions for Reading Comprehension."
        English Language Teaching Journal. 29.2 (January 1975),
        164-173.

        An attempt to categorize the type of "distractors"
        which have a valid function in teaching and testing
        reading comprehension. Some types considered are:
        word-form confusion; structural confusion; misuse
        of auxilliaries and connectives. Many examples are
        given. Corbluth also offers guidelines for devising
        multiple-choice questions.

Cosgrove, Desmond D. "Aural Comprehension Tests and How
        to Prepare Them." Modern English Journal 1.1
        (1970), 5-16.

        Suggestions are given for preparing, recording and
        evaluating a test script in the language lab. The
        examples are from a multiple-choice test to test
        comprehension of structures.

Denhana,Patricia A.   "Design and Three Item Paradigms.
     English Language Teaching Journal. 28.2 (January 1974),
     138-145.

     From the results of an experiment, the author con-
     cludes that paradigm design in language testing
     influences the performance of advanced learners of
     English as a foreign language.

Farrington, Brian.   "What is Knowing a Language?: Some
     Considerations Arising from an Advanced Level
     Multiple-Choice Test in French."   Modern Languages
     56.1 (1974), 10-16.

     Farrington describes principles and techniques used
     in devising an objective test at an advanced level.
     The test measures lexical and syntactic knowledge.

Fowler, W. S. "Experimenting With Multiple Choice."
     English Language Teaching Journal 28.2 (January 1974),
     145-148.

     Fowler describes his experience in constructing a
     test on verb tenses for Spanish students at the
     intermediate level. The final test was a combina-
     tion of multiple-choice and continuous prose. Pro-
     blems and rationale are discussed; examples of
     scoring and items are included.

Gipps, Caroline, and Elizabeth Ewen.   "Scoring Written
     Work in English as a Second Language." Educational
     Research 16.2 (1974), 121-125.

     An evaluation of the use of the T-Unit in scoring
     spoken and written work by children learning a
     second language.

Heaton, J. B.   Writing English Language Tests. London:
     Longman, 1975.

     Heaton defines the general principles underlying
     foreign language tests through an analysis of seven
     groups of tests. Exercises included.

Hutchings, Geoffrey.   "'Colourless Green Ideas': Multiple-
          Choice Vocabulary Tests." English Language
          Teaching.   25.1 (October 1970), 68-71.

          Hutchings briefly discusses the many seemingly
          successful attempts to find a context for Chomsky's
          "meaningless" sentence, "Colorless green ideas
          sleep furiously." He uses this as a basis for
          a discussion of the importance of devising
          multiple-choice vocabulary tests where the correct
          choice is clear and unambiguous. Finally, he
          questions the ultimate usefulness of multiple-
          choice vocabulary tests.

Ilyin, Donna.   "Structure Placement Tests for Adults in
          English Second Language Programs in California."
          TESOL Quarterly 4.4 (December 1970), 323-330.

          This paper describes the development of EPT,
          (English as a Second Language Placement Test).

*Ingram, Elisabeth.   "Item Analysis."   In Language Testing
          Symposium: A Psycholinguistic Approach.   Ed.
          Alan Davies. London: Oxford University Press,
          1968, pp. 192-203.

          This article includes examples of item analysis
          with directions on how to do it.

Jarvis, Gilbert.   "Systematic Preparation of the Multiple-
          Choice Listening Test." NALLD Journal 5.2
          (December 1970), 18-25.

          For the teacher without much time or experience,
          a concise statement of procedures for preparing
          a listening skills test.

*Lado, Robert.   Language Testing: The Construction and Use
          of Foreign Language Tests: A Teachers Book.
          London: Longman, 1961.

Murphy, M.J.   Designing Multiple-Choice Items for Testing
          English Language. Lagos publication, in associa-
          tion with the British Council. African Univers-
          ities Press, 1969.

          Written with the West African School Certificate
          in mind. There are chapters on lexis, structure
          and comprehension, other uses of multiple-choice
          questions, and elementary statistics.

Pickering, M. J. "Why Multiple-Choice Language Tests are Sometimes Not." System 4.3 (October 1976), 164-173.

> This article is concerned with the relationship between the content of the test and its composition, focusing on those features which allow the testee to derive the correct answer by studying the composition of the test itself.

Robinson, Peter. "The Composition, Adaptation and Choice of Second Language Tests." English Language Teaching 25.1 (October 1970), 63-67.

> A description of various types of tests, their purposes and various factors involved in their construction; level, type, selection, form gradation, order and number of items.

----------. "Towards a Basic Procedure in the Composition of Second Language Tests." IRAL 8.1 (1970), 49-59.

> Robinson distinguishes the different objectives of second language tests and analyzes hidden subjectivity in "objective" test construction.

Sako, Sidney. "Writing Proficiency and Achievement Tests." TESOL Quarterly 3.3 (September 1969), 237-249.

> Sako presents test items designed to measure the four language skills and their combinations.

Schrand, Heinrich. "Writing Multiple-Choice Tests: Observations and Suggestions." Zielsprache Englisch (Ismaning, W. Germany) 12.4 (October 1973),22-23.

Sopher, E. "Multiple-Choice Comprehension Tests." English Language Teaching 27.3 (June 1973), 281-288.

> Sopher extends the use of multiple-choice from testing general comprehension to include testing comprehension of words, phrases, and grammatical structures. Suggestions for cutting time in making up scientific or technical English tests as well.

INTERPRETING TEST RESULTS AND SCORING

*Harris, David P. "Interpreting and Using Test Results."
        In Testing English as a Second Language.
        New York: McGraw-Hill, 1969, pp.121-134

        Interpretation of test scores for the non-
        statistically-minded.

Obanya, Pai. "Rasela, A Useful Evaluation Scale."
        English Teaching Forum. 14.3 (July 1976), 41-42.

Oller John W., Jr. "Scoring Methods, and Difficulty Levels
        for Cloze Tests of Proficiency in English as a
        Second Language." Modern Language Journal. 56.3
        (March, 1972),151-158.

Politzer, Robert L. "Developmental Sentence Scoring as a
        Method of Measuring Second Language Acquisition."
        Modern Language Journal 58.5,6 (September-October
        1974) 243-250.

        This study was done with children. The article
        focuses on the ability of this type of scoring
        to confirm the results of error analysis and to
        reveal similarities and differences between
        first and second language acquisition.

Rees, Alun L. W. "Rapid Hand-Scoring of Objective Tests."
        English Teaching Forum 14.4 (October 1976), 27-29.

Simpson, J. D. "Statistics for the Non-Statistical."
        Audio-Visual Language Journal 12.3 (Winter 1974-75),
        227-232.

ERROR ANALYSIS

Burt, Marina K. "Error Analysis in the Adult EFL
        Classroom." TESOL Quarterly 9.1 (March 1975)
        53-63.

*Dulay, Heidi C., and Marina K.Burt. "You Can't Learn
        Without Goofing: An Analysis of Children's
        Second Language 'Errors'." In Error Analysis:
        Perspectives on Second Language Acquisition.
        Ed. J. C. Richards. London: Longman, 1974,
        pp. 95-123.

Fougere, Gloria. "Analysis of Student Errors." TESL Talk
        4.4 (September 1973); 37-38.

James, Carl. "Linguistic Measures for Error Gravity."
        Audio-Visual Language Journal 12.1 (Spring 1974),
        3-9.

Johansson, Stig. "The Use of Error Analysis and Contrast-
        ive Analysis (II)." English Language Teaching
        Journal. 29.4 (July 1975), 330-335.

----------. "The Uses of Error Analysis and Contrastive
        Analysis (I)." English Language Teaching Journal
        29.3 (April 1975), 246-252.

Schachter, Jacquelyn and Marianne Celce-Murcia. "Some
        Reservations Concerning Error Analysis."
        TESOL Quarterly 11.4 (December 1977), 441-451.

*Selinker, Larry. "Interlanguage." In Error Analysis:
        Perspectives on Second Language Acquisition.
        Ed. Jack C. Richards. London: Longman, 1974,
        pp. 31-54. Reprinted from IRAL 10.3

Taylor, C. U. "Sources of Error in Foreign Language
        Teaching." English Language Teaching Journal
        30.3 (April 1976), 190-195

Wyatt, Victor. "An Analysis of Errors in Composition
        Writing." English Language Teaching 27.2
        (February 1973), 176-186.

TESTING IN THE LANGUAGE LABORATORY

Deyes, A. E. "How Well Can Our Students Speak?"
English Language Teaching 26.1 (October 1971)
31-37.

   Deyes describes and criticizes construction and
   administration of a series of experimental
   tests of students' oral production in the lang-
   uage laboratory.

McKinstry, Robert. "Large Scale Testing in the Language
   Laboratory." Audio-Visual Language Journal
   11.1 (September 1973), 57-60.

   Supports the use of the language lab in early
   stages of foreign language learning.

Mueller, Klaus A. and William Wiersmas. "The Effects of
   Language Laboratory Type Upon Cultural Orienta-
   tion Scores of Foreign Language Students."
   Modern Language Journal 51.5 (May 1967), 258-263.

   A description of tests and experiments designed
   to measure students' cultural orientation. A
   specimen "Germanophilia" scale is included.

FOCUS ON THE GROUP BEING TESTED

Bordie, John G. "Language Tests and Linguistically Differ-
          ent Learners: The Sad State of the Art."
          Elementary English 47.6 (October 1970), 814-828.

          This article includes a list of publication sources
          for language tests and a bibliography.

Brière, Eugène J. "Testing ESL Among Navajo Children."
          Language Learning Special Issue 3 (August 1968),
          11-21.

----------. "ESL Testing on the Navajo Reservation."
          TESOL Quarterly 3.1 (March 1969), 71-77.

          A discussion of the development of English tests
          for Navajo elementary school children, to comple-
          ment the Fries/Rojas American English Series.
          Oral/aural achievement tests, a written placement
          test, and error inventories were designed. Test
          directions were given in Navajo. Brière dis-
          cusses which parts of the test were more success-
          ful than others, and why.

*----------. "Cross-Cultural Biases in Language Testing."
          In Focus on the Learner. Ed. John W. Oller, Jr.
          and Jack C. Richards. Rowley, Mass.: Newbury
          House, 1973,pp. 214-227.

          Brière discusses the ways in which many stand-
          ardized school tests are linguistically or
          socioculturally biased. In the United States
          these tests are biased against any cultural
          group not sharing the characteristics of the
          middle-class Anglo group. Brière also concludes
          that any attempt to translate existing stand-
          ardized tests into other languages is invalid.

----------, and Richard H. Brown. "Norming Tests of ESL
          Among Amerindian Children." TESOL Quarterly
          5.4 (December 1971), 327-333.

          A description of tests designed for intermediate
          grades, including: a description of item types,
          objectives, and individual factors affecting the
          student.

The Examiner's Handbook. Ottawa: Department of Labour,
          Technical and Vocational Training Branch.n.d.

Ewen, Elizabeth, and Caroline Gipps. "Tests of English
          for Immigrant Children and Patterns of Perfor-
          mance." Trends in Education (London) 33
          (1974) 31-35; also Multiracial School 2.2 (1973),
          22-24

     The NFER has devised a set of proficiency tests
     suitable for immigrant primary school children.
     This article includes a description of the type
     of material and the scoring used at three levels.

Hopkins, Thomas R. "Language Testing of North American
          Indians." Language Learning Special Issue 3
          (August 1968), 1-9.

     A review of the research and studies concerning
     language testing of North American Indians and
     Eskimos.

Ilyin, Donna. "Structure Placement Tests for Adults in
          English-Second-Language Programs in California."
          TESOL Quarterly 4.4 (December 1970), 323-331.

*Kennedy, Graeme. "The Language of Tests for Young
          Children." In The Language Education of Minority
          Children. Ed. Bernard Spolsky. Rowley, Mass.:
          Newbury House, 1972, pp. 164-181.

     Because standardized tests are written in
     English and have been standardized on native
     speakers of English, children whose first lang-
     uage is not English are often classified as
     being educationally retarded or of low intell-
     igence. Kennedy analyzes the ways that tests
     are often unsuitable for young children and for
     non-native speakers of English. Many examples
     are given.

Levenson, E. A. "Aspects of Testing the Oral Proficiency
          of Adult Immigrants to Canada." TESL Talk 4.4
          (September, 1973), 39-48.

     A preliminary report on some pilot testing of
     oral proficiency in English done in the Toronto
     area. The test is being designed to measure
     ability to function in face-to-face speech
     situations.

Mueller, Klaus A. and William Wiermas, Jr. "The Effects of Language Laboratory Type Upon Cultural Orientation Scores of Foreign Language Students." Modern Language Journal 51.5 (May 1967), 258-63.

A description of tests and experiments designed to measure students' cultural orientation. A specimen "Germanophilia" scale is included.

Pendlebury, A. C. "Testing Vocational English." English Language Teaching 24.3 (May 1970), 254-60.

Pendlebury discusses testing specific vocabularies, types of vocational vocabulary tests and the large range of types of questions that can be used in constructing these tests.

Plaister, Ted. "Testing Aural Comprehension: A Culture Fair Approach." TESOL Quarterly 1.3, (1967), 17-19.

Plaister discusses a technique for testing aural comprehension which uses simple line drawings rather than pictures or writing as stimulus.

Rudd, Elizabeth. "Language Tests for Immigrant Children." Multiracial School. (London) 1.1 (1971), 26-29. Supercedes English for Immigrants.

Diagnostic tests are designed to relate to the structures and concepts used with primary school children.

Townson, Michael. "Testing Oral Skills at the University Level." English Language Teaching 27.2 (February 1973), 199-204.

Townson presents criteria for a free conversation oral exam.

Vonderhoar, Kathleen, Tests for Adult Basic Education Teachers. Kansas City: Center for Resource Development in Adult Education, University of Missouri, 1975.

White, D. A. "Second Language Testing Requirements of the Canadian Public Service Commission." Language Learning Special Issue 3 (August 1968), 23-28.

A history of the Language Bureau and an outline of the problems of language testing in the Canadian Public Service.

ADDENDA

2. Testing ESL

James, A. J. and others. "What Queen's English do univers-
      ities accept?" Times Higher Education Supplement.
      (London) 289 (May 6, 1977), 22.

     Universities in Britain were surveyed to find out
      which English language examinations they recognised
      as most suitable for overseas students who mainly
      wished to read sciences at a British university. It
      was found that universities are not consistent in
      their requirements, and it is felt that some standard-
      ized policy should be evolved. Summary and table of
      replies are included.

10. Testing Linguistic/Communicative Competence

Aitken, Kenneth G. "Using cloze procedure as an overall
      language proficiency test." TESOL Quarterly
      11.1 (1977), 59-67.

     Aitken discusses the construction, administration,
      scoring and interpretation of cloze tests. The
      cloze procedure may provide valid second-language
      tests. Other uses of the cloze in ESL are mentioned,
      and an explanation of the cognitive processes involved
      in doing cloze tasks is offered.

Bowen, J. Donald. "Current research on an integrative
      test of English grammar." RELC Journal (Singapore)
      7.2 (1976), 30-37.

     Bowen studied the correlation between the IGT
      (integrative grammar test) and two other tests: the
      American University in Cairo's admissions battery,
      and the Egyptian secondary-school leaving examination.
      The IGT is built on the assumption of the redundancy
      principle. It tests the subjects' ability to re-
      construct and identify meanings in informal con-
      versational English. The test correlates well with
      the Michigan test and reliably measures the competence
      of non-native speakers of English.

Goodrich, Hubbard C. "Distractor efficiency in foreign-
     language testing." TESOL Quarterly 11.1 (1977), 69-78.

     This study investigated the order of efficiency of
     eight distractor categories in multiple-choice
     foreign-language vocabulary tests. He analyzed dis-
     tractors according to: potency to attract students
     away from the correct response; facility to discrim-
     inate or separate students into proficiency levels;
     and differences between populations of the same
     language, but from different geographical areas. The
     resulting data have been tabulated and interpreted.

12.   Interpreting Test Results

Boyle, Thomas A. and others. "Computer-mediated testing:
     a branched programme achievement test." Modern
     Language Journal 60.8 (1976), 428-40.

     The combination of computer mediation and programmed
     testing in secondary education is shown to be an
     efficient and inexpensive way of helping to identify
     inadequate learning. The paper gives an analysis
     of responses to questions about basic concepts during
     unit-by-unit instruction, and describes a Branched
     Programme Achievement Test (BPAT) suitable for
     computer analysis. Tables of results and a sample
     test (in beginners' French) are given.

PERIODICAL HOLDINGS, ESL COLLECTION

Audio-Visual Language Journal
Canadian Journal of Linguistics
Canadian Modern Language Review
English Language Teaching Journal
English Teaching Forum
E.T.C.: A Review of General Semantics
Language Teaching Abstracts
Linguistic Reporter (located in documents file, 5th floor)
Modern Language Journal
NALLD Journal (Journal of the National Association of Language
            Laboratory Directors)
Teal Occasional Papers (Published by the Association of B.C.
                    Teachers of English as an Additional
                    Language
TESL Talk
TESOL Quarterly
Visible Language: The Journal for Research on Visual Media of
                Language Expression

On order:
System: A Journal for Educational Technology and Language Learning

Research in Language Teaching